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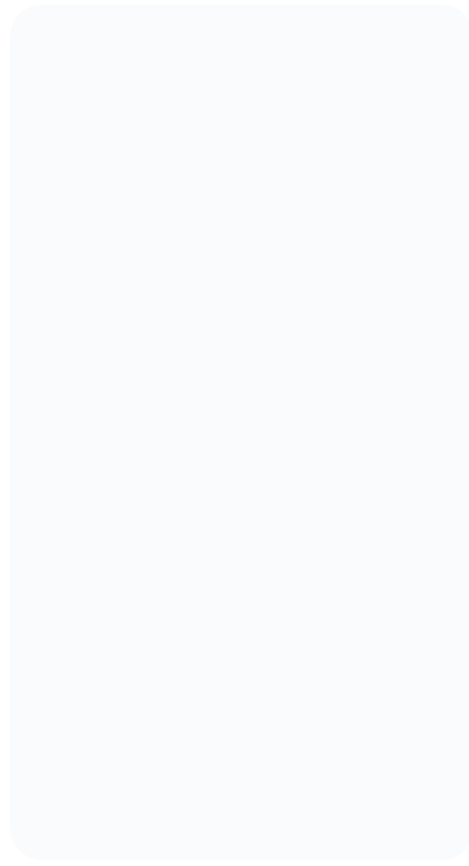
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About the FLoD Training Facilitation Guide



Outline

The approach, the process is designed to take place in stages, and can be used in reviewing and revising existing developing new projects, in conjunction with other projects focusing on community involvement in conservation. It is designed to support policy makers, communities, project designers and/or implementers and development facilitators, amongst others, with improving project design, interventions and outcomes to combat IWT.

The structured and iterative approach to articulate and test the roles of communities and implementers on ways to combat IWT, as the FLoD methodology.

Overall training outcome

A description of the overall outcome of the training programme, in response to the question: What should the trainee be able to do after the training programme?

Specific learning objectives

- Apply Theory of Change thinking / process in testing assumptions in IWT and community engagement.
- Apply the guiding principles of the FLoD approach to site level implementation.
- Interpret the FLoD baseline ToC and assumptions.
- Describe the outline, potential users and applications of the FLoD process for existing projects.
- Clarify the different roles in the FLoD process.
- Implement the FLoD step-by-step methodology for existing projects:
 - Undertake screening and scoping
 - Conduct inception workshop
 - Develop Implementer / Designer ToC
 - Develop Community ToC
 - Conduct feedback and validation workshop
 - Communicate lessons learned
 - Monitor progress and adapt activities
- Consider and evaluate FLoD step-by-step methodology for existing projects.



3.1.2 Technical process preparation

In preparing for training, it is important that the team prepares together by focusing on the following:

- Discussing, understanding and clarifying everyone's roles and responsibilities during the training process and the training programme specifically (clarity on "who does what when?");
- Agreeing on rules of engagement (not necessarily formal) of how to support each other during the training, without coming across disruptively or unprofessionally;
- Understanding and agreement on the training content, approach and methodology;
- Anticipating challenges before, during and after the training, and envisaging responses to address challenges; and
- Systematically working through the training programme, ensuring all tools, teaching aids and other resources are in place and in working order.

The training team could consider a 'dry run' before the training, especially if they have not trained together before. This will allow for joint planning and discussion of how the process will unfold.

Allow for debriefing after every day's training, monitor how the process is unfolding and what can be done if challenges have been experienced, including sharing any matters that have been brought to attention by the participants in preparation for the next day.

3.2 Monitoring, Evaluation and Learning

This section focuses on the evaluation of the content, structure and tools used in the training session in order to determine what worked, what did not work and whether the overall goal of the training was achieved.

3.2.1 Purpose

Conducting an evaluation is considered good practice in managing any process or project. This short course development process is no different and critical evaluation is not just about demonstrating success, it is also about learning from lack of success. As such, identifying, learning and adapting from mistakes is one of the key parts of evaluation.

The primary purpose of this evaluation process – in addition to gaining insight into the outcome of the training programme – is to enable reflection and assist in the identification of future change towards continuously improving this newly-developed training product.

3.2.2 Objectives

The objectives of this evaluation are to:

- Understand whether this course has achieved its intended goal;
- Understand how this course achieved its intended purpose, or if not – why not;
- Understand how meaningful and sustainable this course was for the participants;
- Understand how relevant and practical the content, structure and learning aids were for the participants; and
- Assist the course developers and decision-makers in improving and building on the course.

3.2.3 Approach and methodology

Approach

Participatory evaluation practice guided this approach by recognising the process's accountability not only to the development and implementation teams, but also to the participants (i.e. students) themselves. This approach is about valuing and using the knowledge of practitioners (i.e. students) to provide meaningful goals and information, as opposed to solely relying on objective and external indicators of change.

Methodology

Evaluation methodology includes quantitative and qualitative methods representing different ways of collecting data or information used to inform the evaluation. Qualitative and quantitative methods can be appropriately used alone or in combination, as follows:

- Quantitative methods give numerical results and are most often used to assess the outcome(s) of a project or process;
- Qualitative methods use narrative or descriptive data rather than numbers, and are most often used in a formative evaluation to aid a project's planning stage and when assessing participants' needs.

The evaluation methodology used in this process is a combination of the two methods and includes an online survey, using an online survey tool and daily reflection sessions.

3.3 Outline of the training programme

This section outlines the FloD training programme over a six-day period delivered through face-to-face interaction. Table 2 presents the outline of the training programmes and focuses on:

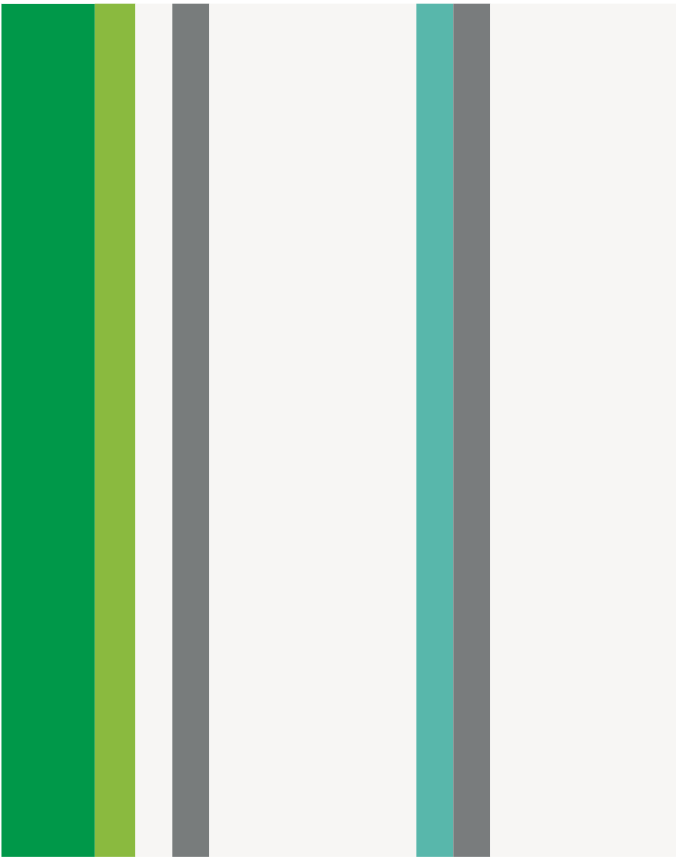
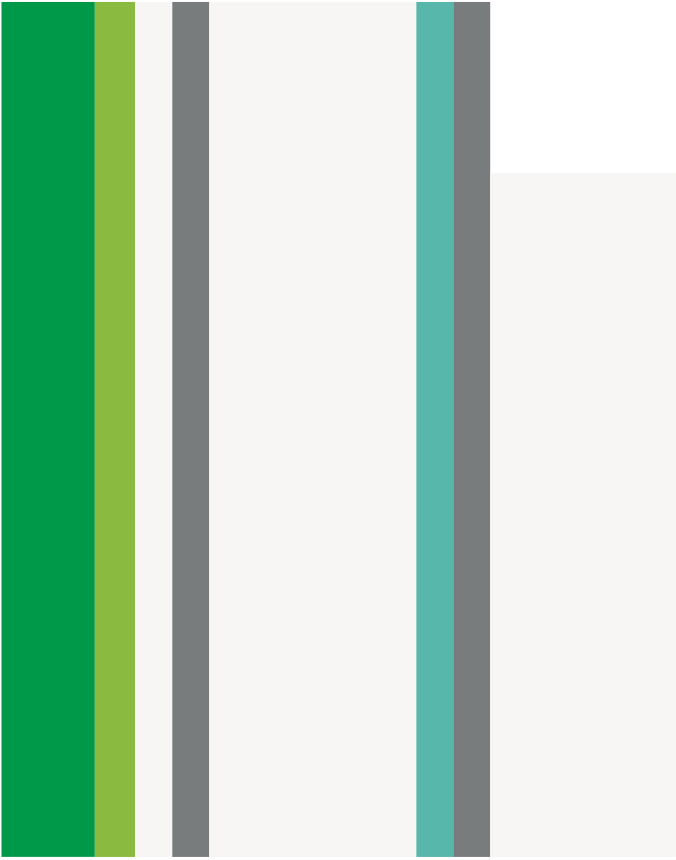
- Days and time schedule (training agenda / programme);
- Specific learning objective for each session;
- Content and tools – referenced and linked to the implementation guide; and
- Facilitation methods – linked to the facilitation guide (FG) sheets presented in Section 4 of this guide.

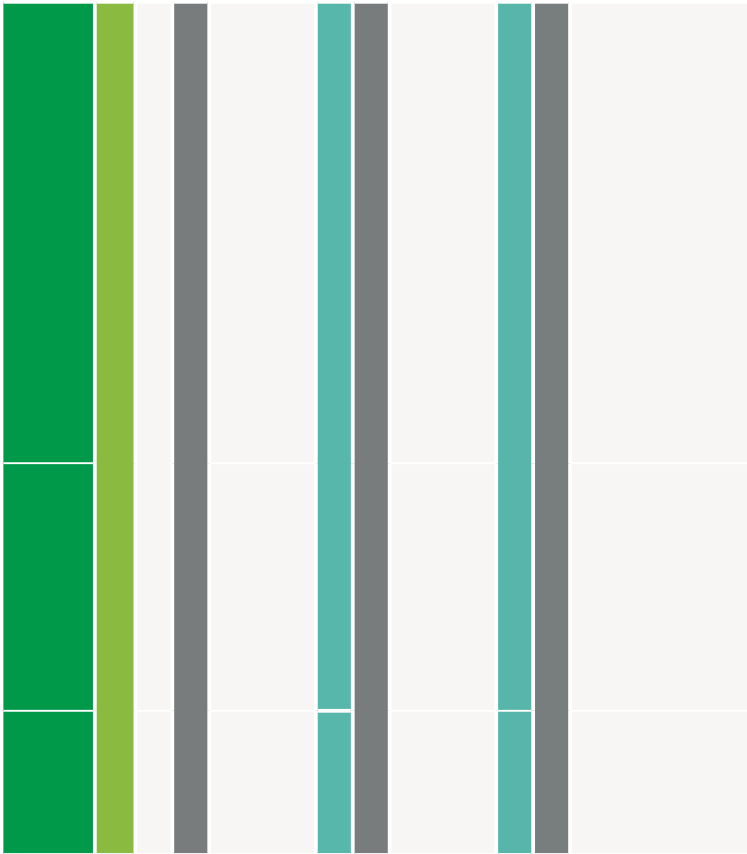
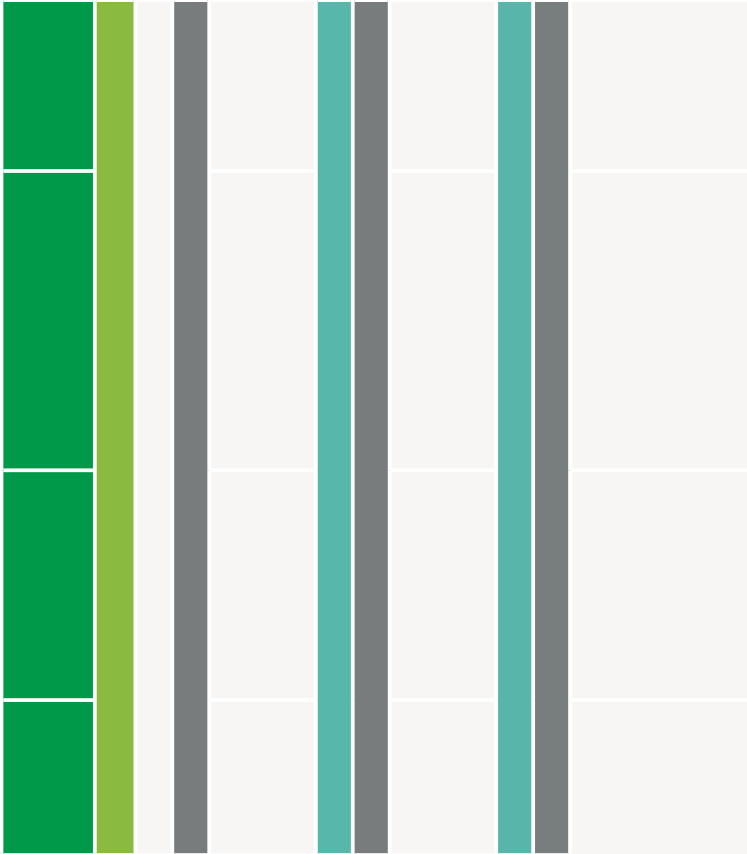
3.4 FloD online learning series

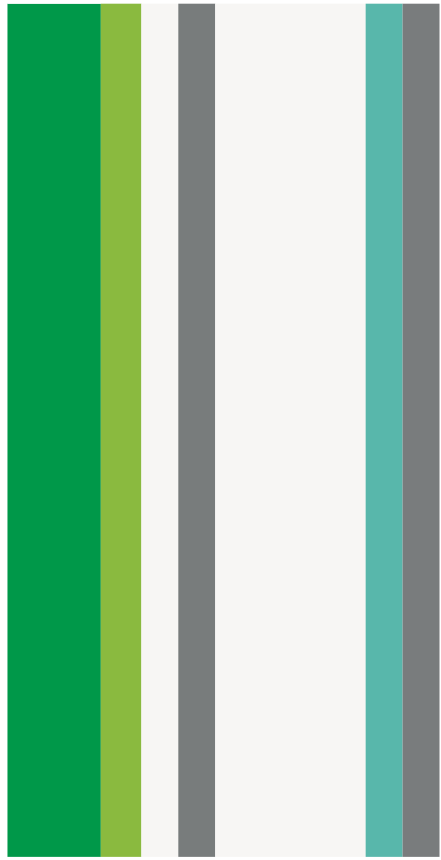
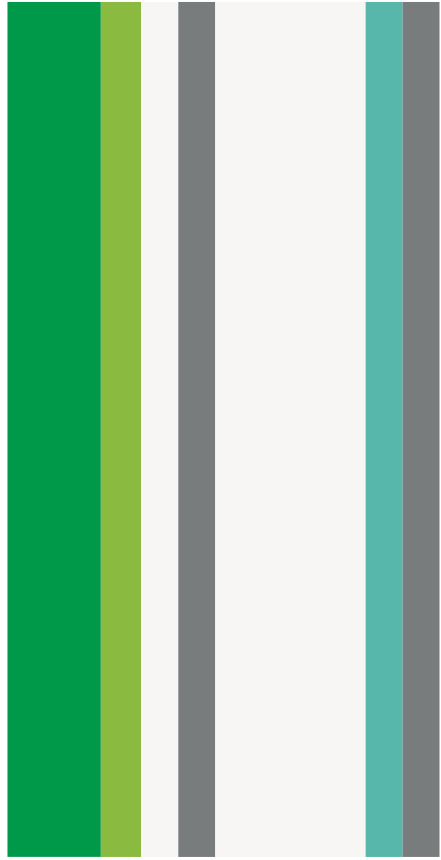
The FloD partners developed and presented a FloD online learning series in 2020, based on the FloD Guide, and provided two significant training resources, i.e.:

- Video recordings of each of the seven sessions where the FloD subject specialists discussed the methodology and presented comprehensive detail and insight on how to apply the methodology in practice; and
- Customised PowerPoint presentations providing an overview of the FloD methodology with each of the steps presented in practical details.

and



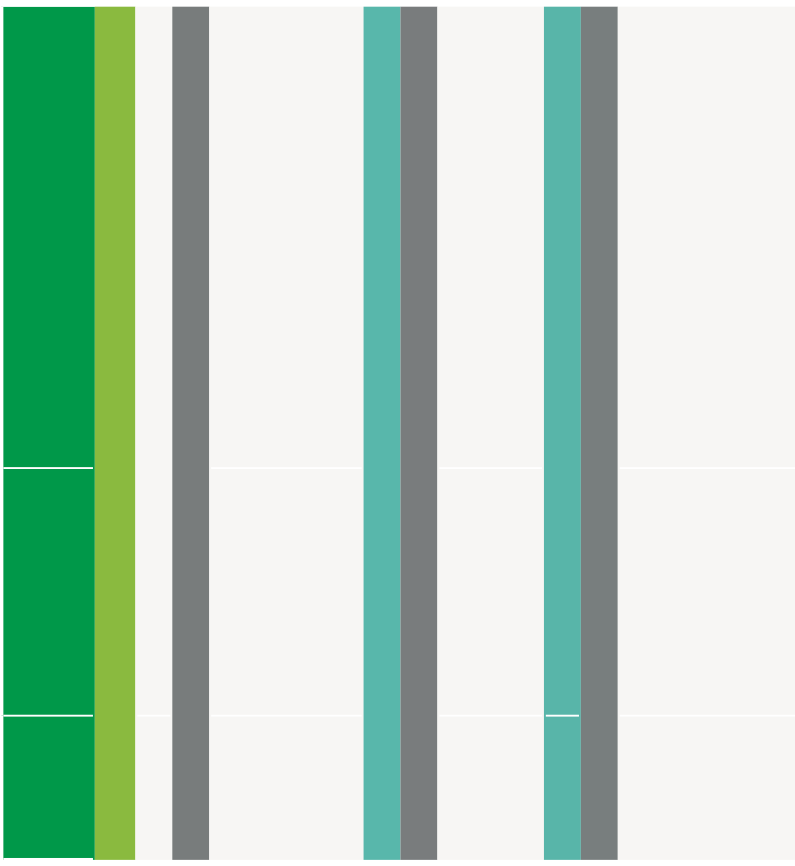
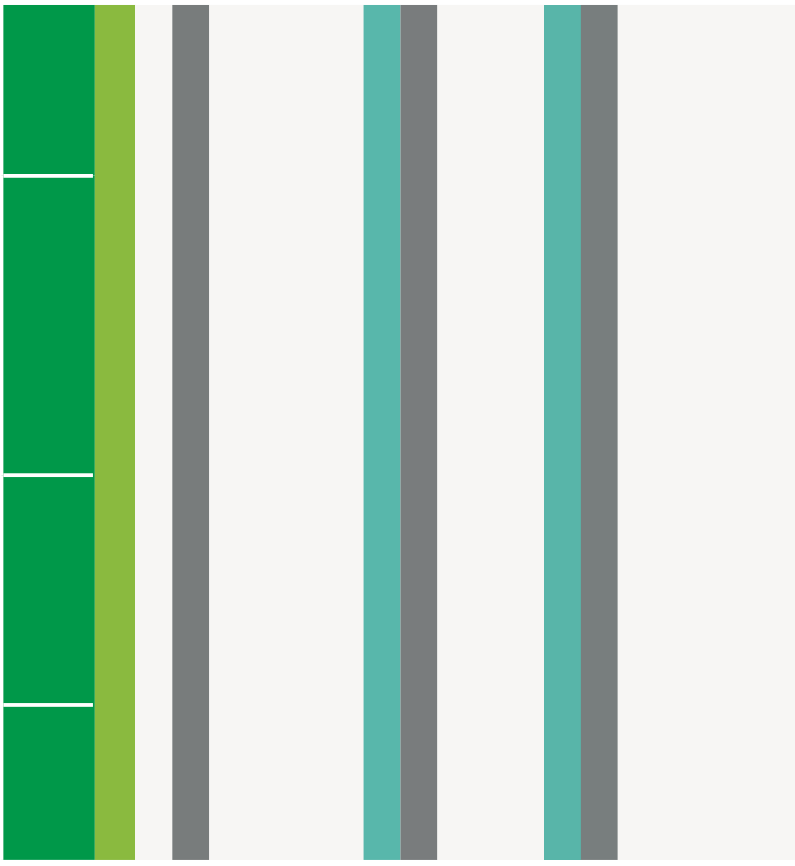




TIME	OBJECTIVE OF SESSION	KEY AREAS
DAY FIVE		
30 min	Reflection session	
Session 11: FLoD methodology: Step 4 – Develop the Community ToC		
2 hours	To develop the Community ToC	Continues as above
1 hour COMFORT BREAK		
Session 11: FLoD methodology: Step 4 – Develop the Community ToC		
2 hours	To develop the Community ToC	Continues as above

SECTION IN GUIDE	FACILITATION GUIDE (FG) REFERENCE	TOOLS LEARNING AIDS	RESOURCES
(continued)			
Section C – Step 4	FG – Session 11 continues	See FG – Session 11 Online session #5 (see: www.iucn.org/flood)	See Section 3.1.1 of this document
(continued)			
Section C – Step 4	FG – Session 11 continues	See FG – Session 11 Online session #5 (see: www.iucn.org/flood)	





4. Facilitation Guidance sheets

This section contains the facilitation guidance sheets linked to the respective sessions in the training programme. There are 13 sessions in the programme: the facilitation of each session is described in a facilitation guidance sheet.

We recognise that facilitation is not a prescribed process and we present these guidance sheets as advice based on experience to date. Trainers are welcome to introduce their own methods, tools and techniques.

The facilitation guidance sheet is referenced as “FG” in the programme schedule and numbered in the same sequence as in the training programme. Each sheet describes the following:

- The session number
- The total time allowed for the session
- The objective of the session
- The roles and responsibilities of the training team
- The required learning aids (e.g. the ice breaker) and tools (linked to the FLoD process), including online learning tools
- The facilitation method – key steps summarised, with a guide to timing of the activities

Section C in the Implementation Guide provides significant details of the step-by-step methodology, and include the *resources required* for existing projects. This detail is not repeated in the corresponding facilitation guidance sheets 8 to 13. It is assumed that the trainers / facilitators will work directly from the implementation guide and only use the facilitation guidance sheet to reflect on the facilitation method and activities suggested. For more information on resources required, refer to Section 3.1 in this document.

All the *methods* and *activities* mentioned in the facilitation sheets are merely suggestions and can be changed to suit personal preferences of the facilitators / subject specialists. Further experience in training FLoD in future will refine facilitation methods and activities. As this process is developing, we are also looking at other training facilitation options.

The *timelines* provided in the facilitation sheets are merely indications and may require more time in reality. The trainees’ profiles need to be understood and these may also be a factor in the timelines: for example, less experienced attendees may require more time. The timelines presented in the outline of the training programme in Table 2 are aligned to the timelines in the facilitation sheets. The required length of time needed to train complex aspects should be guided by the subject specialists.

The content and process of FLoD require that the teaching / learning experience should be as close as possible to the actual context of the process in practice.

A FLoD general training PowerPoint presentation could be developed to structure each training session into the key elements under discussion – however, ‘death by PowerPoint’ should be avoided as much as possible. FLoD is an interactive process and the training process should be the same. Trainees should engage with each other, with the Implementation Guide and the tools to be available on the flash drive.

4.1 Facilitation Guidance Sheet 1: Setting the scene

FACILITATION GUIDANCE SHEET		SESSION
SETTING SCENE		1
Time allowance for session		1 ½ hour
Objective of session		
To set the scene and prepare attendees for participatory learning		
Roles and responsibilities		
Principal trainer	Subject specialist	
Leads the training process overall		Support where needed – especially on purpose of training
Learning aids and tools		
<ul style="list-style-type: none"> • Training information document: house rules and health and safety requirements • Training programme on wall • Suitable ice breaker for introductions • FLoD implementation guide 		
Method and activities		Time
<i>Opening and welcome</i>		5 mins
<ul style="list-style-type: none"> • Introduce self and training team • Logistics and health and safety compliance 		<i>Principal trainer</i>
<i>Group introduction</i>		30 mins
<ul style="list-style-type: none"> • Introduce and facilitate ice breaker • Each member to have a name tag at end of session 		<i>Principal trainer</i>
<i>Rules of Engagement</i>		10 mins
<ul style="list-style-type: none"> • Open group: facilitate rules of engagement session and write up on flip chart, paste on wall 		<i>Principal trainer</i>
<i>Trainee expectations</i>		25 mins overall, allow 10 mins for discussion and then feedback
<i>Technique: “The walk-around interview”</i>		
<ul style="list-style-type: none"> • Divide into pairs, and ask to walk around, discussing the question: “What would you like to learn from this training session?” • Ask to discuss and write up on note paper to be pasted on flipchart/wall • Feedback: 1 per group and move through the groups until all expectations are written up – acknowledge duplications but avoid too much time spent on this activity 		

Method and activities (cont.)				
Time				

4.4 Facilitation Guidance Sheet 4: FLoD approach, methodology and principles





4.10 Facilitation Guidance Sheet 10: Develop the Implementer / Designer ToC

FACILITATION GUIDANCE SHEET		SESSION	10
STEP 3: DEVELOP THE IMPLEMENTER / DESIGNER TOC			
Time allowance for session		4-6 hours	
Objective of session			
To develop the Implementer / Designer ToC			
Roles and responsibilities			
Principal trainer	Subject specialist		
Leads the training process overall	Leads the training on the methodology for existing projects		
	Subject specialist – use of the development tool		
Learning aids and tools			
<ul style="list-style-type: none"> FLoD Introductory Presentation (Long or Short) FLoD interviewee consent form FLoD baseline ToC and assumptions FLoD Implementer / Designer ToC development tool FLoD Implementer / Designer ToC development tool – instruction sheet Implementation Guide: Sections C-3.1, 3.2, 3.3, 3.4 FLoD online learning series # 4 and support PowerPoint presentation 			
Method and activities		Time	
<i>Before the session – Preparation reading / viewing by students</i>			
<ul style="list-style-type: none"> FLoD online learning series #4 available from www.iucn.org/flood 			
This is the first technical process, where the actual development tools are being used. Spend sufficient time on this exercise as it will be the foundation for the next step as well.			
Allow for comfort breaks.			
<i>Note: The Implementer / Designer ToC from this session will be linked to Session 11 where the Community ToC will be developed. a-32(6f.1(e)-1(n))-1565a-32(6f.d)9.1L6.scx(w)-irTJET/GS3.gsBTO</i>			

Method and activities (cont.)		Time
<p><i>Role play: Inception workshop (the FLoD team)</i></p> <ul style="list-style-type: none"> Subject specialist Divide into 3 groups (5-7 people each) One half of each group takes on the role of the FLoD Team and prepares an agenda for an inception workshop (use agenda in learning aids) focusing on: <ul style="list-style-type: none"> Introduce locality for implementation and context Fieldwork Breakdown of focus groups Stakeholder analysis The other half will be the implementer / designer and community, they should read Section C-2.1 in preparation for the workshop Using the developed agenda, role-play the inception meeting, focusing on the four aspects mentioned above. 	<p>1 1/2 hour</p> <p>Prepare 45 mins</p>	
<p><i>Conclude session – debrief on inception meeting</i></p> <p>Open discussion on their experience and the challenges and lessons learned</p>	<p>Subject specialist</p> <p>25 mins</p>	

Method and activities (cont.)	Time
<p><i>Using the Implementer / Designer ToC development tool – Individual Subject specialist</i></p> <ul style="list-style-type: none"> Use Section C-3.1 to guide this process – step by step Trainees will work individually, each on their own laptop, to gain familiarity with the development tool 	1 ½ hours
<p><i>Interview/Implementer / Designer and construct ToC – Pairs Subject specialist</i></p> <ul style="list-style-type: none"> Use Sections C-3.2 and 3.3 to guide this process – step by step 	

Method and activities (cont.)	Time
<p><i>Test the implementer / designer assumptions within the community and facilitate whole-community meeting – Role play</i> <i>Subject specialist</i></p> <ul style="list-style-type: none"> • Details to be discussed on how to do this – focus group and weighting exercise is key to this section • Use Sections C-4.2 and 4.3 to guide this process – step by step 	4 hours
<p><i>Construct to Community ToC – Role play – linked to previous section</i></p> <ul style="list-style-type: none"> • Focus on one pathway and take group through one full pathway to design the ToC and revise the assumptions. Use the FLOD online series process as an 	

Method and activities (cont.)	Time
<p><i>Role play: Feedback meeting (the FLoD team)</i></p> <p><i>Subject specialist</i></p> <p>Divide into 3 groups (5-7 people in each)</p> <p>Task: The group assumes the role of the FLoD team and must prepare for the validation and feedback portions of the meeting by focusing on:</p>	

4.14 Facilitation Guidance Sheet 14: FLoD methodology in designing new projects

The image displays a series of horizontal bars in various colors (green, olive, teal, grey, light grey) stacked vertically. Below these bars is a table with 11 columns and 10 rows. The first two rows of the table are shaded light grey, while the remaining eight rows are white with thin grey grid lines.



Experimenting: Learners come to grips with the skill – they practice applying new knowledge and skill until they have mastered it.

Doing (back at work): The final stage occurs when the learner returns to the workplace and can confidently apply what was learned.

Principles of adult learning?: Learning is not a passive experience and only happens when one can make sense of ideas and experience – once you have moved through the learning cycle. Five important principles were incorporated into the training process:

- Problem-centred: Adults learn best when the learning content applies directly to a problem they are experiencing.
- Relevance: Adult learners must see the relevance and value of the content – to themselves, their work and their personal growth.
- Structure: Adult learners demand logical, carefully designed learning.
- Information integration: Good training blends and moulds the new information logically into the old.
-

SAMPLE TRAINING PREPARATION CHECKLIST³

Action	Completed
Confirm Attendees	
Obtain roster of attendees for training session with first names and surnames clearly distinguished.	
Provide trainees with any pre-training instructions.	
Training Room Equipment	
Ensure room is easy for trainees to locate (i.e. make signs, if necessary).	
Prepare to point out items such as restrooms, coffee, and water.	
Ensure lighting is appropriate for activities such as note taking, viewing of audio-visual aids, and hands-on computer training.	
Ensure any sound distractions are eliminated or minimised.	
Ensure temperature is comfortable for trainees and cool enough for equipment.	
Arrange furniture to allow all trainees to see the trainer and audio-visual aids.	
Training Software	
Ensure the ToC development tools are ready for the session.	
Ensure internet connectivity is available, where necessary.	
Ensure flash drives have been correctly uploaded with all relevant tools, templates and reading lists correctly established for all trainees.	
Equipment	
Ensure all workstations are in place and working properly.	
Ensure printer is working properly (e.g. adequate paper and toner).	
Ensure white boards and pin boards.	
Ensure data projector is working properly (e.g. focus and bulb works).	
Ensure enough flip charts, adequate paper and flip chart stands are steady.	
Audio-Visual Materials	
Photocopy handouts, ensuring there are extra copies.	
Arrange handouts in order of use.	
Arrange PowerPoint presentations in sequence of the training programme.	
Load PowerPoint presentations in advance in order of use – at least each day.	
Ensure training materials are in place (e.g. presentation notes).	
Secure any additional trainee materials (e.g. FoLD Implementation and Training Guides).	
Ensure any posters are taped in the location desired.	
Ensure visual aids are visible from the back of the room.	

³https://it.toolbox.com/blogs/c35/458.405.7eratur/359_60392_56471.scribdoom.

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